

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Gibbes Middle School

**District:** Richland One School District

**Principal:** Rick H. Coleman

**Superintendent:** Dr. Percy Mack

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

### **School Profile**

Heyward Gibbes Middle School has a clearly defined mission to establish and provide a supportive learning environment where students are challenged and nurtured to become self-reflective, lifelong learners. Because Gibbes Middle School differs dramatically in student demographics and achievement, a single solution will rarely meet the needs of all of our students in order to accomplish this mission. We have conducted an in-depth needs assessment that reveals the need for differentiated instruction specifically in regards to the achievement gap within the two genders, increased staff development that promotes a rigorous and relevant curriculum and instructional practices that reflect research-based methods for proven student success. According to current SASIxp enrollment data, Gibbes Middle has a total of 399 students enrolled of which 31% were enrolled in high school courses. This reflects an increase of eleven students. The number of students enrolled in high school courses increased by approximately 63%.

According to the 2007 School Report Card, the overall student attendance rate was 94% with 2.9% of the students repeating the current grade. The school employs a total of thirty-seven teachers and nineteen support staff. Sixty-two percent of the teachers hold advanced degrees while thirty-eight percent have at least a Bachelors degree. Eighty-four percent of the teachers returned from the previous school term. The faculty's overall attendance rate is 95.1% and has an average salary of \$44,785. The faculty is divided into grade level teams with two teachers for each content area. Each team has two planning periods: a team planning and an individual planning. The Related Arts department consists of two Physical Education and Health teachers, a keyboarding teacher, art, orchestra, music, drama, chorus, and band teachers. These teachers serve on the related arts team and also meet twice a day. These individuals as well as support staff strive daily to provide educational services that surpass economic barriers such as 94.2% of the students qualifying for free or reduced lunch.

### **Performance of Student Groups**

The 2007 School Report Card shows that Gibbes Middle School met nine of the seventeen objectives as outlined by the U. S. Department of Education criteria for Adequate Yearly Progress. In regards to teacher quality and student attendance, Gibbes Middle had 4.7% of its classes taught by a teacher that was not highly qualified and therefore did not meet this objective. Student attendance was 94% and yielded a "yes" for this objective. Since Gibbes Middle is predominantly African-American, the majority of the data reflects the performance of this subgroup. Ninety-eight percent of the students completed English Language Arts and mathematics portion of the PACT test. Fifty-five percent scored Below Basic in ELA while 47.4% score the same for mathematics. Thirty-eight percent scored Basic for ELA and 7.7% scored proficient. None of the students exceeded the proficient category for ELA. The mathematics scores did not reach the school's expectations; however, they were slightly

higher than ELA. Forty-four percent scored Basic, 6.5% scored proficient, and 1.5% scored advanced. Approximately 265 students completed the Science and Social Studies portion of PACT, 58.6% scored Below Basic for Science while 46.2% scored the same in Social Studies. For Science, 35.3% scored Basic, 5.1% score proficient, and 0.9% scored Advanced. For Social Studies, 43.5% scored Basic, 7.6% scored Proficient, and 2.7% scored Advanced. Careful review of the performance by student groups shows a direct relationship with poverty and student performance. Ninety-nine percent of the students who scored Below Basic in ELA qualified for free/reduced meals, 98.9% scored Below Basic in math, 98.7% in Science, and 97.9% in Social Studies.

Current data from 2008 Spring PACT administration shows that 62% of the sixth grade students scored Below Basic in English/Language Arts, 41% in grade seven, and 53% in grade eight. The same source reveals that 58% scored Below Basic in math, 48% in grade seven, and 56% in grade eight. In regards to Science and Social Studies, 79% and 40% of the students in sixth grade scored Below Basic respectively while 50% and 61% scored the same in grade seven. Sixth-three percent of the student in grade eight scored Below Basic and 50% scored in the same category for Social Studies.

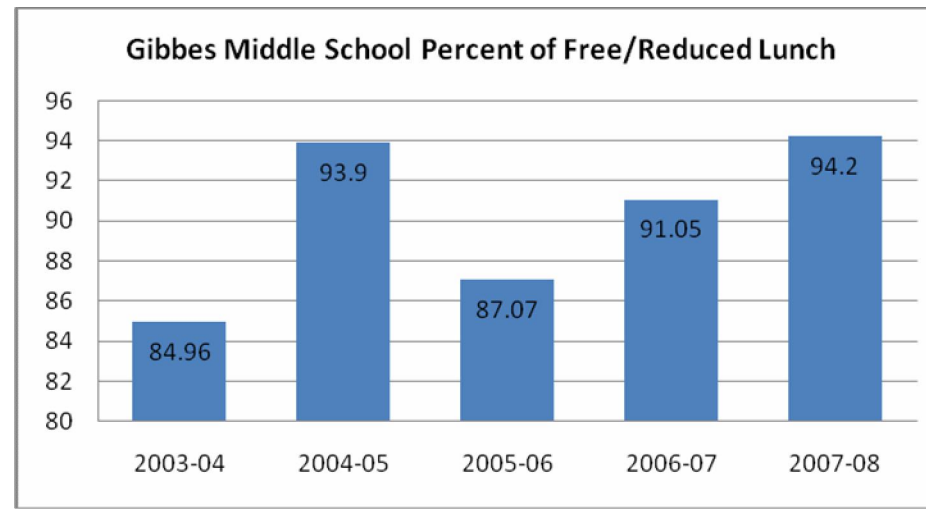
### **Demographics**

**Description:** Based on August 2008 data, Gibbes Middle School has an enrollment of 399 students. There are 200 (50%) male and 199 (50%) female students. The middle school currently has 36 classroom teachers. Student teacher ratio in core classes is 11 to 1. (See Table A) Table B shows the increase in the number of students who qualify for free/reduced meals over a five year period.

**Table A**

Black – 385 193 Males 192 Females	Hispanic – 5 3 Males 2 Female	White – 2 1 Males 1 Females	Other - 7 3 Males 4 Females	Economically Disadvantaged – 94.2%
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**Table B.**



**Description:** Table C shows the absolute and improvement ratings for the past four years. Gibbes Middle School has received an Unsatisfactory rating from 2001 – 2007. However, in 2005 the school received a Below Average rating before slipping back to Unsatisfactory.

**Table C.**

Gibbes Middle School Report Card Rating Over Three –Year Period		
Year	Absolute Rating	Improvement Rating
2007	Unsatisfactory	Below Average
2006	Unsatisfactory	Below Average
2005	Below Average	Good

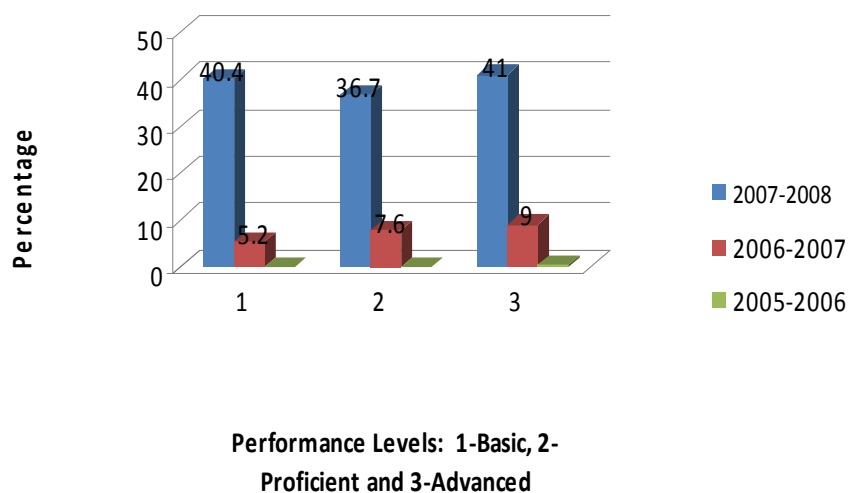
**Description:** Selected seventh and eighth grade students are provided instruction in Algebra I to receive high school credit. Table D shows student performance on the End of Course Exam.

**Table D.**

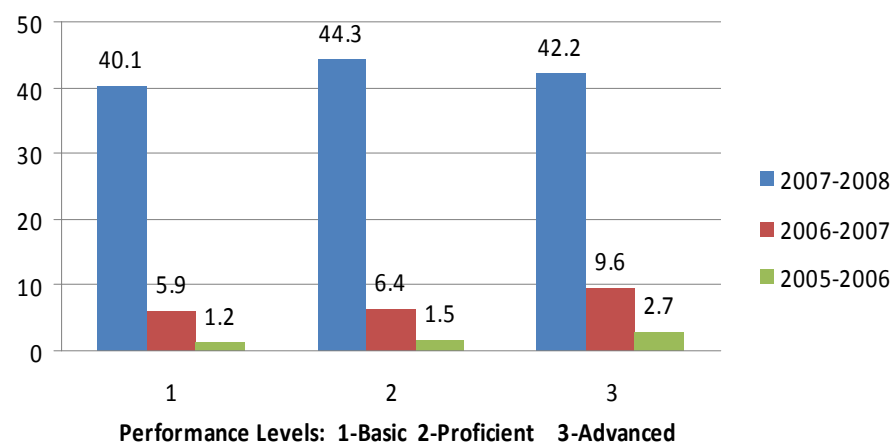
Algebra I End-Of-Course Examination Program	
Year	Percent Passing
2008	83.9
2007	80
2006	92.6
2005	96.0

**Description:** The following charts display student performance for each content area. The scores represent Basic, Proficient, and Advanced over a three year period (2005– 2008).

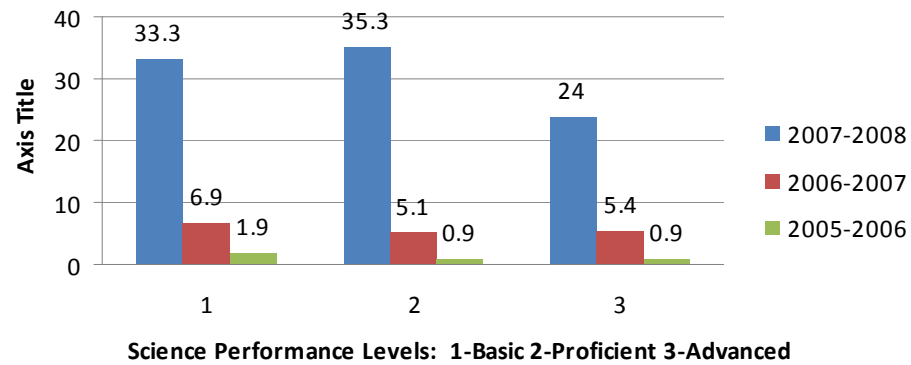
**PACT English/Language Arts Performance  
Trend Over a 3-Year Period**



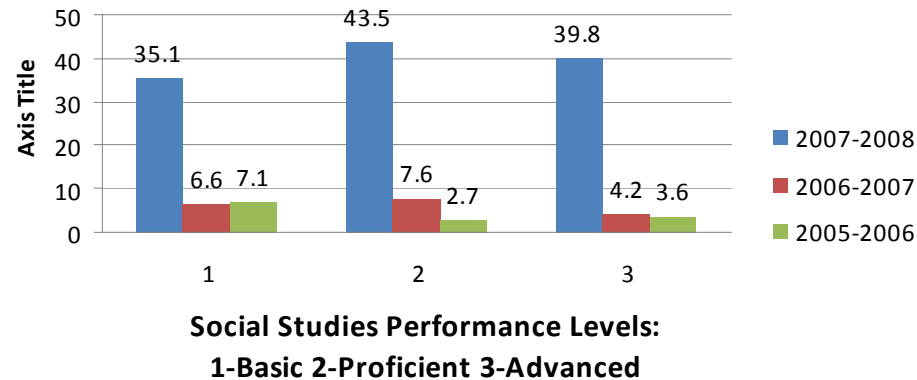
**PACT Mathematics Performance Trends  
Over a 3-Year Period**



## PACT Science Performance Trends Over a 3-Year Period



## PACT Social Studies Performance Over a 3-Year Period



## **Summary**

Gibbes Middle School used a collaborative approach to promote a professional learning community. The leadership team (principal, assistant principal, department chairs, and instructional support staff) reviewed various pieces of data such as MAP test scores, attendance reports for students and teachers, PACT test scores, observations, and weekly assessments to determine the next “steps”. We carefully examined each of our initiatives to determine any redundant services and narrowed our approach. This was particularly important to preserve “teacher time”. The leadership team worked to maximize time for teachers so they could place a greater emphasis on standards-based instruction. The team has accepted the challenge of serving as instructional ambassadors for our teachers and will outline professional development opportunities that are relevant and “purposeful.” We carefully reviewed each strategy to find at least two pieces of recent research to support its implementation and eliminated those that do not support closing the achievement gap specifically with our population of students.

## **Meeting Expected Progress**

The needs assessment revealed several areas of concern. PACT test scores show student deficiencies in English Language Arts (Reading) and math. Student scores in Science and Social Studies also showed areas of concern. The specific goal for English Language Arts and math will provide needed assistance in these areas. The individual strategies provide a road map for teachers to ensure this assistance. The specific focus on Reading will support Science and Social Studies. The principal has accepted the responsibility to serve as instructional leader. He will place a greater emphasis on accountability by monitoring instruction closely and providing constructive feedback to teachers. The principal’s goal is to increase content specific professional development opportunities and provide extra assistance to ensure that the school is meeting expected progress.

## School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**

### Implementation/monitoring of specific strategies Gibbes Middle School 2008-2009 Professional Staff Development Plan

	<b>August 4, 2008 School /District Focus</b>	<b>August 5, 2008 Looking at Data</b>	<b>August 6, 2008 Whole-Faculty Study Groups</b>	<b>August 7, 2008 Whole-Faculty Study Groups</b>	<b>August 8, 2008 Whole-Faculty Study Groups</b>
<b>Essential Questions</b>	How will Gibbes Middle School implement the initiatives of our School Renewal Plan for 2008-2009?	How do the results of the PACT assessments from the Spring of 2008 impact GMS curriculum?	What are students learning and achieving as a result of what teachers are learning and doing in study groups?	What do I need to do and learn to improve how I teach and what I teach?	What is your study group's action plan?
<b>Content</b>	Gibbes Middle School Improvement Plan <ul style="list-style-type: none"> <li>▪ Teacher/Administrator Quality</li> <li>▪ School Climate</li> <li>▪ Student Achievement</li> <li>▪ Richland One's A+ Schools District Goals</li> </ul>	Standards, Benchmarks, & Skills Integration of reading & technology Common assessments Data from MAP 2008 PACT data	Professional Articles  Student achievement data from 07-08 (gender, grades, etc.)	Whole-Faculty Study Groups Systems	Action Plan Forms/templates
<b>Skills</b>	Review Building and District goals and identify what they specifically mean for GMS and each department, and teacher	Integrate reading and problem solving skills and strategies into the curriculum Revise curriculum maps Revise syllabus to reflect changes Align syllabus with specific common assessments	Model Peer coaching and team collaboration for improving student behavior and achievement  Organize Whole-Faculty Study Groups	Identifying student needs for targeted study  Determine membership rosters for study groups	Establish a pattern of study group leadership  Determine how to measure improvement of targeted needs
<b>Evidence</b>	Individual growth plan List of Whole-Faculty Study Groups	Syllabi updated  Integration of reading and problem solving reflected in syllabi	Revise draft GMS Staff Development Plan timeline for extended hours	Whole-Faculty Study Groups meeting calendar and rosters	Plan for documenting evidence of meeting targets
<b>Materials to Bring</b>	Resource Notebooks	Resource Notebooks Curriculum Guides Curriculum Maps	Resource Notebooks	Resource Notebooks	Resource Notebooks



**Gibbes Middle School**  
**'Early Dismissal' 2008-2009 Professional Development Calendar**  
***Four of the Early Dismissal days maybe used by the District***

August 16	School Procedures and policies
September 10	Student Achievement Targets and Academic Plans
October 8	Create <b>common assessments</b> to measure proficiency of Standards for <b>First Quarter</b> Share <b>"best" practices/approaches</b> for teaching identified Standards Create <b>"Interventions"</b> for identified students (PACT and MAP data)
November 13	Create <b>common assessments</b> to measure proficiency of Standards for <b>Second Quarter</b> Share <b>"best" practices/approaches</b> for teaching identified Standards Create <b>"Interventions"</b> for identified students (PACT and MAP data)
February 11	Creating <b>"Interventions"</b> for identified students (PACT and MAP data) Creating <b>common assessments</b> to measure proficiency of Standards for <b>Third Quarter</b> Sharing <b>"best" practices/approaches</b> for teaching identified Standards
March 11	Creating <b>"Interventions"</b> for identified students (PACT and MAP data) Creating <b>common assessments</b> to measure proficiency of Standards for <b>Third Quarter</b> Sharing <b>"best" practices/approaches</b> for teaching identified Standards
April 15	Preparing for PACT Academic Plans

## **'Additional Daily Hour' 2008-2009 Professional Development Calendar**

### **Whole-Faculty Study Groups**

- **Develop a deeper understanding of academic content.**
- **Implement district wide initiatives in curriculum, instruction, and technology.**
- **Integrate and give coherence to GMS instructional programs and practices.**
- **Target a school wide instructional need.**
- **Study research on teaching and learning.**
- **Monitor the impact or effects of instructional initiatives on students.**
- **Examine student work with colleagues.**
- **Reflect on current teaching practices.**

<b>Additional Hourly Collaboration (A Total of 200 hours)</b>	
Monday	Faculty Meeting (Technology Tidbits)
Wednesday	Department(Content) Study Groups –Focus on Reading Apprenticeship and High Yield Strategies

## Gibbes Middle 2008-2009 School Timeline

Month	Focus	Outcome
<b>July 2008</b>	<p>Leadership Team finalizes Professional Development plan (to reflect district initiatives) to determine monthly focus including book or professional articles to be studied during study groups</p> <p>Leadership Team reviews School Procedures and Policies</p> <p>Develop schedule for classroom visitations</p> <p>Principal and Assistant principal attend district administrative professional development sessions</p> <p><i>Making Middle Grades Work</i> School level team attends National Conference in Tennessee</p>	<p>Implementation of district wide initiatives in curriculum, instruction, and technology.</p> <p>Target school wide instruction based on school data and implement strategies to improve instruction</p>
<b>August</b>	<p><b>August 4-8:</b> School based Professional Development see School Professional Plan</p> <p><b>August 11-14:</b> District (August 12) and School Professional Development (School based to include School Procedures and Policies)</p> <p><b>August 16:</b> Back to School Rally (Involve Parents, Community and Business Partners)</p> <p>Planning session topics for integration of technology Tech Tuesday weekly professional development for teacher – Instructional Technology Specialist and District Instructional Technology Educator</p>	<p>Data driven instructional decisions</p> <p>Increased understanding of academic content</p> <p>Higher frequency of parental visitation to school during the school day</p> <p>Integration of technology in Lesson plans</p> <p>More student centered activities</p>
<b>September</b>	<p><b>September 10</b> - Early Release ½ Day Professional Development (<i>TBD – as a District Professional Development- Focus- Academic Content</i>)</p> <p>Student Achievement Targets and Academic Plans</p> <p>MAP Testing – (Dates/ Testing window TBA by district)</p> <p>Data Analysis (Improve teacher knowledge and use of MAP Reports, Review Curriculum Maps based on MAP Reports</p> <p>Open House</p>	
<b>October</b>	<p><b>October 8</b> - Early Release ½ Day Professional Development (<i>TBD – as a District Professional Development- Focus- Academic Content</i>)</p> <p>Benchmark Testing - (Dates TBA by district)</p> <p>Data Analysis</p> <p>Develop/administer Common Assessments/Examine student work with colleagues.</p>	

Month	Focus	Outcome
<b>November</b>	<b>November 13</b> - Early Release ½ Day Professional Development (TBD – as a District Professional Development- Focus- Academic Content) Develop/administer Common Assessments/ Examine student work with colleagues.	
<b>December</b>	First semester conferences with teachers by administrators  Review progress of targeted student groups for future interventions	Reflect on current teaching practices Establish enrichment groups based on data to reach the next target level(MAP and PACT)
<b>January 2009</b>	Benchmark Testing - (Dates TBA by district) Data Analysis <i>Making Middle Grades Work</i> <b>Technical Assistance Visit – January 14-16, 2009</b>	
<b>February</b>	<b>February 11</b> - Early Release ½ Day Professional Development (TBD – as a District Professional Development- Focus- Academic Content) Develop/administer Common Assessments/ Examine student work with colleagues.	
<b>March</b>	<b>March 10</b> – PASS Writing Subtest <b>March 11</b> - Early Release ½ Day Professional Development <b>March 16 – April 3 MAP Testing Window</b> (TBD – as a District Professional Development- Focus- Academic Content) Benchmark Testing - (Dates TBA by district) MAP Testing – (Dates/Testing window TBA by district) Data Analysis Develop/administer Common Assessments/ Examine student work with colleagues.	
<b>April</b>	<b>April 15</b> - Early Release ½ Day Professional Development (TBD – as a District Professional Development- Focus- Academic Content)	
<b>May</b>	PASS Testing	

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

**Using the Fall 2008 MAP results as a baseline (203 for 6<sup>th</sup> grade, 205 for 7<sup>th</sup> grade, & 211 for 8<sup>th</sup> grade), sixty percent of all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will demonstrate an improvement of 10.2, 12.3 and 8.4 gain respectively on the NWEA MAP Reading Test by April 1, 2009.**  
*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development on Best Practices during scheduled staff development days, collaboration hour (after-school), selected planning periods and faculty meetings on: Reading Apprenticeship, High Yield Strategies, MAP, and Common Assessments.	Media Specialist	Initial Implementation on 2007-2008 school year	Accelerated Reader Reports Rationale: Accelerated Reader is a software program that provides students with quizzes each having a point value for checking comprehension of books the students have read. It is designed to motivate students to read more by rewarding them with certificates as they achieve goals set for them by their teachers based on their reading level.
	Media Specialist		E-Chalk data Reports Rationale: Monthly analysis of E-Chalk reports to identify at-risk groups (teachers, administrators, etc.)
	Assistant Principal for Instruction Curriculum Resource Teacher		Quarterly Common Assessments Data Analysis Rationale: Language Arts teachers will meet once every 2 weeks as a Professional Learning Community to analyze student work samples and identify targeted learning areas and discuss strategy implementation.
	Curriculum Resource Teacher-ELA and Related Arts		Weekly Lesson Plans Rationale: All language arts teachers will utilize school curriculum maps, district pacing guide, and Best Practices strategies to ensure essential skills are taught and mastered before PACT.

	<p>Assistant Principal for Instruction –SS and Math</p> <p>Admin. Asst.- Science</p>		
Integrate technology instruction by using E-Chalk, Smartboards, Accelerated Reader, SuccessMaker and other computer assisted instructional programs and software. Teachers will participate in monthly technology trainings sessions during the school day.	<p>Media Specialist District ITS</p> <p>Curriculum Resource Teacher and SuccessMaker Lab Manager</p>	Initial Implementation on 2007-2008 school year	<p>Tech Tuesdays</p> <p>Rationale: Teachers will improve classroom websites to include student educational links, which reinforce and extend lessons and units.</p> <p>Rationale: Technology Integration Projects</p> <p>Rationale: Teachers will improve classroom websites to include student educational links, which reinforce and extend lessons and units.</p> <p>SuccessMaker</p> <p>Rationale: This computer-based program provides research-based proven K-8 courseware of individualized, standards-based instruction. Students engage in 40-minute session, 1-2 days per week in a classroom or lab setting. Through individualized learning, the program automatically identifies the level at which a student is ready to learn and presents appropriate individualized material. It provides guided learning via various instructional strategies and when students have difficulty, automatically adjusts customizing to each individual student's learning style. The program produces up-to-date accountability reports and customizable achievement reports to target intervention for struggling students.</p>
Implement the Time Warner's "Time to Read" Volunteer Reading program to a targeted group of students. *Students will be identified based on analysis of MAP Reading Lexile Score and Accelerated Reader results.	Time Warner Coordinator/CRT	Initial Implementation on 2007-2008 school year	Rationale: The "Time to Read" program pairs volunteers (teachers, community volunteers and parents) with targeted students in a mentoring program to improve students' reading comprehension skills. (Time Warner Coordinator)
Content Area Contact Team (CACT) reviews lessons plans weekly to ensure alignment to national and state standards, teachers are utilizing best practices, technology is integrated in all lessons, and all assessments are PACT-like.	CRT- ELA & Related Arts Assistant Principal for Instruction –SS and Math Admin. Asst.- Science	Initial Implementation on 2007-2008 school year	Rationale: The CACT and the principal provide continuous monitoring of instructional delivery from professional development, planning to implementation. Each CACT member will maintain records of meetings. Curriculum Resource Teacher
Provide staff development on data analysis to identify specific skills to focus instructional delivery and	Principal Assistant Principal	Initial Implementation	Rationale: The CACT and the principal provide continuous monitoring of the use of data for instructional delivery from

support	Curriculum Resource Teacher	on 2007- 2008 school year	professional development. Each CACT member will maintain records of meetings. Curriculum Resource Teacher District Classroom Observation Tool
Classroom instruction will reflect a variety of instructional strategies, standards driven instruction, and a variety of assessments.	CRT- ELA & Related Arts Assistant Principal for Instruction –SS and Math Admin. Asst.- Science	Initial Implementati on 2007- 2008 school year	Lesson Plans: Content Area Contact Team (CACT) will provide weekly feedback to teachers on strategies listed and observed during classroom observations.
Incorporate all strategies outlined by the Making Middle Grades Work focus groups: technology, teachers working together, all students matter, and rigor.	Assistant Principal for Instruction and MMGW Leadership Team	September 2008	Education & Business Summit SREB National Professional Development Conference School-based staff development Agendas/Minutes

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:**

**Using the Fall 2008 MAP results as a baseline (209 for 6<sup>th</sup> grade, 211 for 7<sup>th</sup> grade, & 219 for 8<sup>th</sup> grade), sixty percent of all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will demonstrate an improvement of 12, 15, and 11 gain respectively on the NWEA MAP Math Test by April 1, 2009.**  
*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	<b>Person(s) Responsible</b> <i>(Position/Name)</i>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement effective instructional, assessment and curriculum alignment strategies in all areas of the math curriculum to enhance the Algebra I content in grade 8.	Principal Assistant Principal- SS/Math CRT- ELA/Related Arts, Admin Asst. - Science	August 2008	Lesson Plans: Content Area Contact Team (CACT) will provide weekly feedback to teachers on strategies listed and observed during classroom observations.
Provide staff development for all Algebra I teachers using the SC Agile Mind Project.	Principal Assistant Principal	Initial Implementati on 2007- 2008 school year	Staff Development: Plan and coordinate with SC Agile Mind Project representative. Allow teachers to attend all sessions. Provide technical support (laptops) for student use. Rationale: Agile Mind is committed to three ideas: excellence, equity, and sustainable school capacity. Agile Mind is built on a combination of high-tech and high-touch strategies. In addition to Internet-delivered services, educators and administrators also receive face-to-face seminars, mentoring, and high-quality support materials to manage their demanding workloads, improve their expertise, and dramatically improve outcomes for their students. For students, Agile Mind has created powerful tools and strategies that help them excel in the examination-driven advanced courses that are crucial for admission to America's leading colleges and universities.
Provide staff development on data analysis to identify specific skills to focus instructional delivery and support	Principal Assistant Principal- SS/Math CRT- ELA/Related	Initial Implementati on 2007- 2008 school	Rationale: The CACT and the principal provide continuous monitoring of the use of data for instructional delivery from professional development. Each CACT member will maintain records of meetings.



	Arts Admin Asst. - Science	year	Curriculum Resource Teacher District Observation Tool
Content Area Contact Team (CACT) reviews lessons plans weekly to ensure alignment to national and state standards, teachers are utilizing best practices, technology is integrated in all lessons, and all assessments are PACT-like.	Principal Assistant Principal- SS/Math CRT- ELA/Related Arts Admin Asst. - Science	Initial Implementati on 2007- 2008 school year	Rationale: The CACT and the principal provide continuous monitoring of instructional delivery from professional development, planning to implementation. Each CACT member will maintain records of meetings. Curriculum Resource Teacher
Provide staff development on Best Practices during scheduled staff development days, collaboration hour (after-school), selected planning periods and faculty meetings on: Reading Apprenticeship, High Yield Strategies, MAP, and Common Assessments.	Media Specialist      Media Specialist   Assistant Principal for Instruction Curriculum Resource Teacher	Initial Implementati on 2007- 2008 school year	Accelerated Reader Reports Rationale: Accelerated Reader is a software program that provides students with quizzes each having a point value for checking comprehension of books the students have read. It is designed to motivate students to read more by rewarding them with certificates as they achieve goals set for them by their teachers based on their reading level.  E-Chalk data Reports Rationale: Monthly analysis of E-Chalk reports to identify at-risk groups (teachers, administrators, etc.)  Quarterly Common Assessments Data Analysis Rationale: Math teachers will meet once every 2 weeks as a Professional Learning Community to analyze student work samples and identify targeted learning areas and discuss strategy implementation. Weekly Lesson Plans Rationale: All math teachers will utilize school curriculum maps, district pacing guide, and Best Practices strategies to ensure essential skills are taught and mastered before PACT.
Integrate technology instruction by using E-Chalk, Smartboards, Accelerated Reader, SuccessMaker and other computer assisted instructional programs and software. Teachers will participate in monthly technology trainings sessions during the school day.	Media Specialist      SuccessMaker Lab Manager and Asst. Principal for Curriculum & Instruction	Initial Implementati on 2007- 2008 school year	Tech Tuesdays Rationale: Teachers will improve classroom websites to include student educational links, which reinforce and extend lessons and units. Rationale: Technology Integration Projects Rationale: Teachers will improve classroom websites to include student educational links, which reinforce and extend lessons and units.  SuccessMaker Rationale: This computer-based program provides research-based proven K-8 courseware of individualized, standards-based instruction. Students engage in 40-minute session, 1-2 days per week in a classroom or lab setting. Through individualized learning, the program automatically identifies the level at which a student is ready to learn and presents appropriate individualized material. It provides guided learning

			via various instructional strategies and when students have difficulty, automatically adjusts customizing to each individual student's learning style. The program produces up-to-date accountability reports and customizable achievement reports to target intervention for struggling students.
Incorporate all strategies outlined by the Making Middle Grades Work focus groups: technology, teachers working together, all students matter, and rigor.	Asst. Principal MMGW Leadership Team	September 2008	Education & Business Summit SREB National Professional Development Conference School-based staff development Agendas/Minutes

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:**

**Using the Fall 2008 District Science Benchmark results as a baseline, fifty percent of all 7th grade students will demonstrate at least 8% growth/improvement on the Spring 2009 District Science Benchmark by April 1, 2009.**  
*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Implement effective instructional, assessment and curriculum alignment strategies in all areas of the science curriculum to enhance the science content in grade 7.	Principal Asst. Principal- SS/Math CRT- ELA/Related Arts Admin Asst. - Science	August 2008	Lesson Plans: Content Area Contact Team (CACT) will provide weekly feedback to teachers on strategies listed and observed during classroom observations.
Provide staff development for all teachers using EdSoft data to make instructional and assessment decisions.	Principal Assistant Principal CRT	Initial Implementation 2007-2008 school year	Staff Development: Plan and coordinate with Curriculum Resource Teacher Allow teachers to attend district staff development.
Provide staff development on data analysis to identify specific skills to focus instructional delivery and support	Principal Assistant Principal Curriculum Resource Teacher	Initial Implementation 2007-2008 school year	Rationale: The CACT and the principal provide continuous monitoring of the use of data for instructional delivery from professional development. Each CACT member will maintain records of meetings. Curriculum Resource Teacher District Observation Tool
Content Area Contact Team (CACT) reviews lessons plans weekly to ensure alignment to national and state standards, teachers are utilizing best practices, technology is integrated in all lessons, and all assessments are PACT-like.	Teachers Curriculum Teacher	Initial Implementation 2007-2008 school year	Rationale: The CACT and the principal provide continuous monitoring of instructional delivery from professional development, planning to implementation. Each CACT member will maintain records of meetings. Curriculum Resource Teacher
Provide staff development on Best Practices during scheduled staff development days, collaboration hour (after-school), selected planning periods and faculty meetings on: Reading Apprenticeship, High Yield	Media Specialist	Initial Implementation 2007-2008 school year	E-Chalk data Reports Rationale: Monthly analysis of E-Chalk reports to identify at-risk groups (teachers, administrators, etc.) Quarterly Common Assessments Data Analysis Student Achievement Component

Strategies, MAP, and Common Assessments.			Agendas Collaboration Documentation Form Study Group Log
Students will use microscope compatible laptops to conduct science labs.	District ITS Admin. Asst. - SS	Initial Implementation 2007-2008 school year	District Staff Development Agendas Science Lab Logs
Incorporate all strategies outlined by the Making Middle Grades Work focus groups: technology, teachers working together, all students matter, and rigor.	MMGW Leadership Team	September 2008	Education & Business Summit SREB National Professional Development Conference School-based staff development Agendas/Minutes

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 1:**

**By implementing staff development that will focus on best practices to improve student achievement, all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will demonstrate at least 8% growth on NWEA MAP Reading and Math Test by April 1, 2009**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal will schedule, conduct, and/or monitor a minimum of twenty instructional observations each week. These will provide feedback to the teachers relevant to data analysis and targeted instructional support.	Principal	August 2008	District Observation Tool Principal Notes for feedback to teachers Observation schedule Rationale: The implications of <i>No Child Left Behind</i> (NCLB) for principals involve spending significant amounts of time on the development of effective classroom teachers. Principals should frequently observe teachers and provide feedback. The principal has created a rotating observation schedule for the administrative staff. All teachers will be observed at least once a week and given suggestions for improvement, praise for implementing staff development strategies, and/or provided additional support as needed. Principal and observation team will ensure implementation of essential questions, student engagement, use of technology, high yield strategies, reading apprenticeship, and PACT-like assessments.
The principal will monitor instruction to ensure that the instructional strategies introduced during staff development sessions are being implemented.	Principal	August 2008	District Observation Tool Principal Notes for feedback to teachers Observation schedule Rationale: The implications of <i>No Child Left Behind</i> (NCLB) for principals involve spending significant amounts of time on the development of effective classroom teachers. Principals should frequently observe teachers and provide feedback. The principal has created a rotating observation schedule for the administrative staff. All teachers will be observed at least once a week given suggestions for improvement, praise for implementing staff development strategies, and/or provided additional support as needed.
The principal will monitor the resources necessary for implementing the strategies of the student achievement	Principal CRT	August 2008	Requisitions Work Orders

goals, staff development, and after school programs.			Afterschool program lesson plans
The principal will provide staff development on Best Practices during scheduled staff development days, collaboration hour (after-school), selected planning periods and faculty meetings on: Reading Apprenticeship, High Yield Strategies, MAP, and Common Assessments.	Principal CRT	August 2008	Agendas Sign In rosters Minutes
The principal will provide substitute teachers for district, state, and nationally sponsored staff development	Principal Admin. Asst.	August 2008	Substitute requests forms Agendas Minutes

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 2:**

**By implementing an academic assistance program that will focus on best practices to improve student achievement, all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students will demonstrate at least 8% growth on NWEA MAP Reading and Math Test by April 1, 2009**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide academic assistance before, during and after school.	Principal Assistant Principal	August 2008	Daily attendance List of skills/objectives SuccessMaker Reports Lesson Plans
Implement grade recovery program, "Power of I".	Principal Assistant Principal CRT	August 2008	Students will be given an opportunity to improve caliber of work thus yielding greater understanding of concepts. Students will be allowed to attend Operation Dine-in to complete incomplete or missing assignments.
Provide staff development on data analysis to identify specific skills by student to focus instruction and instructional support	Principal Assistant Principal Curriculum Resource Teacher	Initial Implement ation 2007-2008 school year	Rationale: The CACT and the principal provide continuous monitoring of the use of data for instructional delivery from professional development. Each CACT member will maintain records of meetings. Curriculum Resource Teacher
Integrate technology instruction by using E-Chalk, Smartboards, Accelerated Reader, SuccessMaker and other computer assisted instructional programs and software. Teachers will participate in monthly technology trainings sessions during the school day.	District ITS Media Specialist  Media Specialist  SuccessMaker Lab	Initial Implement ation 2007-2008 school year	Tech Tuesdays Rationale: Teachers will improve classroom websites to include student educational links, which reinforce and extend lessons and units.  Rationale: Technology Integration Projects Rationale: Teachers will improve classroom websites to include student educational links, which reinforce and extend lessons and units.  SuccessMaker Rationale: This computer-based program provides research-

	Manager		based proven K-8 courseware of individualized, standards-based instruction. Students engage in 40-minute session, 1-2 days per week in a classroom or lab setting. Through individualized learning, the program automatically identifies the level at which a student is ready to learn and presents appropriate individualized material. It provides guided learning via various instructional strategies and when students have difficulty, automatically adjusts customizing to each individual student's learning style. The program produces up-to-date accountability reports and customizable achievement reports to target intervention for struggling students.
Implement the Time Warner's "Time to Read" Volunteer Reading program to a targeted group of students. *Students will be identified based on analysis of MAP Reading Lexile Score and Accelerated Reader results.	CRT	Initial Implement ation 2007-2008 school year	Rationale: The "Time to Read" program pair volunteers (teachers, community volunteers and parents) with targeted students in a mentoring program to improve students' reading comprehension skills. (Time Warner Coordinator)



## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1:** By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 3.2, 2.5, or 2.2 (respectively) in reading achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

Strategy  List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will present and initial MAP training session for all Administrators prior to the start of the school term.	Executive Director MAP Coordinator Professional Development	July 2008	Administrators will be able to provide the support that is needed to provide over-site for the administration of MAP at each school site Documentation: Attendance rosters and PD Schedule Responsible: Professional Development Department
2. District administrators will establish a testing window for MAP administration	MAP Coordinator Chief Academic Officer	July 08	The testing window will enable all schools to participate within a district identified framework which will be the basis for the analysis of student progress across the evaluation cycle. ) Documentation: Assessment Schedule Responsible: (MAP Coordinator)
3. The District will schedule training and support activities that support the implementation of Measures of Academic Progress (MAP).	MAP Coordinator	July 08	School staff will receive support across the school term. All support sessions will be posted on AVATAR with the appropriate staff identified. Content may be redelivered at school sites by trained persons. Documentation: PD Schedule and Rosters Responsible: (MAP Coordinator)
4. District administrators will observe classroom instruction and provide documentation as to the frequency of use of flexible grouping.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. (Executive Director) Schedule to be determined Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
5. District administrators will observe classroom instruction and provide documentation as to the frequency of use of Guided and differentiated instruction.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents

			Responsible: Executive Director
6. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. a. Identifying Similarities and Differences b. Summarizing and Note Taking c. Setting objectives and Providing Feedback	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
8. Training will be provided to teachers with the implementation of Descartes in to assist staff with differentiated instruction.	MAP Coordinator Consultants	August 08	The DesCartes continuum of learning orders specific reading and math skills by achievement levels. DesCartes will help- teachers organize resources needed for individual students, define flexible groups, identify concept skills, and share academic needs with parents, guide selection of materials and monitor academic growth in relationship to content standards. Documentation: PD Schedule Responsible: MAP Coordinator, MWEA Consultants, C & I Consultants
9. District subject area consultants and curriculum resource teachers will provide classroom demonstrations as needed and requested.	District Consultants Coordinators	August 2008	District consultants will support effective instruction in reading, by providing classroom instructional demonstrations and follow-up conferences with teachers. Consultants will model standards-based instruction and best practices. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
10. Subject area consultants will use a “coaching” model to support teachers with Implementing effective instruction and promoting engagement.	District Consultants/ENI	August 2008	District consultants/ENI consultants will engage teachers in “reflective” discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences.  Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
11. MAP training will be provided for Curriculum Resource Teachers and the Principal’s Designee	Executive Director MAP Coordinator Professional Development	September 2008	As site personnel are responsible for the administration of MAP, these individuals will acquire the technical knowledge as well discuss the practical aspects of MAP administration with the district consultant. Documentation: PD Schedule Responsible: Executive Director
12. District administrators will develop and Disseminate benchmark tests to be administered during the academic school term.	Director of Curriculum and Instruction	October 2008	District benchmarks will provide the school with data regarding student’s progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The benchmark test and the compilation of results will be the

			supporting evidence. (Director of C & I) Following the Benchmark Administration as indicated on the District's Assessment Calendar. Documentation: Benchmark Reports Responsible: Executive Director
13. The district administrators will monitor MAP reports and provide feedback to principals for each evaluation period.	Executive Director MAP Coordinator	October 2008	District review of the data and conferences with the principal allow another opportunity for the district and the school to collaborate on increasing student achievement and to identify needed instructional focus and interventions. The Principal Conference form will document this activity. Documentation: Fall MAP reports Responsible: Executive Director

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 5.5, 4.2, or 3.4 (respectively) in math achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
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			Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
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## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

The District Benchmark Assessment System was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

"Successmaker" provides individualized, targeted instruction to help every student reach their greatest potential. At initial placement, each student is assessed to determine the right starting level. From then on, self-paced lessons avoid the frustrations of instruction that is too fast or slow. Reports can be generated at the student, classroom, school, and district levels for a picture of progress.

MAP Measures of Academic Progress- NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.